

**THE IMPLEMENTATION OF COOPERATIVE INTEGRATED
READING AND COMPOSITION (CIRC) LEARNING MODEL ON
TEACHING AND LEARNING READING FOR TENTH GRADE
STUDENTS OF SMK N 4 KLATEN IN THE ACADEMIC YEAR OF
2022/2023**

S-1 THESIS

Submitted as a Partial Fulfilment of the Requirement for Undergraduate Degree in
English Education Study Program



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**TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF WIDYA DHARMA KLATEN
2023**

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PRONOUNCEMENT

This is to certify that I write this thesis entitled THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL ON TEACHING AND LEARNING READING FOR TENTH GRADE STUDENTS OF SMK N 4 KLATEN IN THE ACADEMIC YEAR OF 2022/2023. It is not plagiarism or made by others. Anything related to others' work is written in the quotation, the source of which is listed in the bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 27th June 2023


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MOTTO

“So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with My righteous right hand”

Isaiah 41:10

PRESENTATION

This thesis is dedicated to:

1. My beloved parents, *Alm. Bp.* Sutaryo and *Ibu.* Surahmi

“Thank you for all prayers and your support all the time. Thank you for being patient with me all the time. Thank you for keeping and trying to make me become a good person.”

2. My beloved sister, *Mbak* Pita

“Thank you for all your support. I can’t even explain how grateful I am to have you all in my life.”

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They are as follow:

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8. The students of class X TKJ (*Tehnik Komputer Jaringan*) 1 of SMK N 4 Klaten in the academic year of 2022/2023 who have participated in this research.

Nothing is perfect. The researcher reveals that this thesis is still far from being perfect. Therefore, the researcher would like to accept readers' suggestions and criticisms to make this thesis perfect. Finally, the researcher hopes that this thesis will be useful for especially the English students and readers in particular level.

Klaten, 27th June 2023

CITRA DEWI

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ABSTRACT

CITRA DEWI. 1911200007, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2023. Thesis: *The Implementation of Cooperative Integrated Reading and Composition (CIRC) Learning Model on Teaching and Learning Reading for Tenth Grade Students of SMK N 4 Klaten in the Academic Year of 2022/2023.*

This study aims to describe the implementation, students' achievement, obstacles found by the teacher, and teacher's solution of the obstacles in using Cooperative Integrated Reading and Composition (CIRC) learning method on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten. This is descriptive qualitative study. The sources of data in this study are the teacher and the students of X TKJ (*Tehnik Komputer Jaringan*) 1. The data are collected through observation, interview, and documentation in the process of the implementation of CIRC learning method. This study uses four steps to analyse the data, namely data collection, data condensation, data display, and drawing and verifying conclusions.

After conducting the study, the researcher found as follow. Firstly, it is concluded that the use of the CIRC method was successful. The students can be more active and enjoy when the teaching and learning implements the CIRC method. Secondly, CIRC method which is used can improve students' achievement. The average student' score before using the CIRC method was 80.15 and after using the CIRC method was 87.40. Thirdly, the teacher's obstacles, were the presentation takes quite a long time and some students do not pay attention. Lastly, the solutions are as follow. The teacher should make groups before learning begins. When the students are presenting, other classmates are given task by teacher to take notes on what has been delivered by their friend who presents.

Keywords: CIRC, *implementation*, *reading*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an activity in which readers search for meaning in the text. It is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies (Gilakjani & Sabouri, 2016). Finding meaning is the same as finding the message that the author conveys. Reading comprehension activities can help students and teacher improve learning effectiveness. Reading for meaning can guide students and teacher to the effectiveness of teaching reading comprehension (de Mey *et al.*, 2017; Shea & Ceprano, 2017). It means by reading, the students will think how to create the meaning of the text that they have read (Haryono & Tukiyo, 2022; Johnson, 2008). In addition to finding meaning, through reading activities readers can also analyze the text. Analyzing the content of reading means the reader observes in depth and detail through the process of reading in the text.

Reading is also an interactive process. An interactive process involves complex intellectual process, including two main abilities, namely the ability to understand the meaning of words and the ability to think about verb concepts (Commander & Guerrero, 2013). It implies that when the reading process takes place, there is a two-way concentration on the reader's mind at the same time. In doing reading activities, readers actively respond

and express the sounds of writing and language used by the author (Haryono *et al.*, 2019). The reader is required to be able to express the meaning contained in it or the meaning that the author conveys through the text.

In addition to interactive processes, reading is also associated with meaningful representation. Meaningful representation means the readers can express what they read in the text. Representation in the reading is the ability to describe or imagine what the reader reads (Geoff & Hall, 2005; Wu *et al.*, 2021). In building a perception of reading, knowing the meaning and representation in reading, a reader must understand reading strategies. Reading strategies is specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2007). Readers should be given training and practice in a range of reading strategies. These strategies could include previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text (Nation, 2009).

Learning reading cannot be separated from the other three language skills. The study of reading should involve listening, speaking and writing activities related to the reading (Nation, 2009). In reading activities, a reader can get input, not only about meaning but also about grammar, vocabulary and spelling or pronunciation. The language focused learning strand involves deliberate attention to language features, including spelling,

pronunciation, vocabulary, multiword units, grammar, and discourse (Nation & Yamamoto, 2014). Learning reading can improve grammar, vocabulary, and spelling or pronunciation. In learning reading 50% is devoted to meaning-focused input, 25% of learning focuses on language, 25% fluency development (Nation & Yamamoto, 2014). It is mean that learning reading makes a major contribution to writing, speaking and listening.

To master listening, writing, and speaking the learners must apply three aspects, such as vocabulary, grammar, and pronunciation/spelling. Vocabulary and grammar mastery play important role in writing since it is impossible for one to write without knowing what words he/she supposes to use and how he/she will construct the words into sentences (Hastuti, 2021). They are the important parts in acquiring fluency for speaking skill (Afna, 2018). It is through these four strands that learners achieve the learning goals of a language course, namely fluent control of the sounds, spelling, vocabulary, grammar, and discourse features of the language, so that they can be used to communicate effectively (Nation & Newton, 2008). It means with learning reading, students can simultaneously learn listening, writing, and speaking easily which comes from three aspects of reading learning.

The role of vocabulary in language learning is to support the meaning of a word. Besides, vocabulary is basic learning in language. Vocabulary learning is an essential part in foreign language learning as the meanings of

new words are very often emphasized, whether in books or in classrooms (Alqahtani, 2015). It is all the words that a person knows or uses and it is all

the words in a particular language (Hornby, 1995). It shows that vocabulary is the key to achieve all skills and it the basic unit in a language. Without vocabulary the learners cannot know the meaning of language.

In language learning, mastering vocabulary is not enough because the order of vocabulary or word order is regulated in grammar. The role of grammar in language learning is to apply the rules and structure of language, including word parts, sentence structure, and punctuation. Without grammatical structure, the use of language could easily become chaotic and might not be understandable (Brown, 2007). Grammar is the central heart of language and a tool to help learners' comprehension of the target language (Hadfield & Hadfield, 2016; Hayati, 2018; Lin, 2008).

Grammar applies in both spoken and written language. Specifically, for spoken language the learners should pronounce words or phrases correctly so that they can be received properly. The role of pronunciation in language learning is to make listeners hear clearly and easily what has been conveyed by the speaker. Pronunciation, in the most inclusive sense, is the form in which the elementary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration (Hussein, 2021). Besides pronunciation in language learning, spelling is also needed in spoken language. Focusing on spelling means closely understanding how written language works which is related to the sounds system embodying the pronunciation of linguistic units and meanings at the same time (Scharer & Zutell, 2010).

Based on the explanation above, language learners including English language learners, must be able to master four skills in the language which are supported by three aspects of language. Therefore, language teacher (English teacher) must realize that English learning must focus on the four skills supported by three aspects (Sadiku, 2015).

As a teacher not only pay attention to these three aspects but also should carry out the learning in an interactive and fun atmosphere. The learning process in education units is organized in an interactive, inspiring, fun, challenging, and motivating manner for students to actively participate (*Peraturan Pemerintah Republik Indonesia Nomor 32, 2013*). Interactive learning is a technique that seeks to get students actively engaged in the learning process. Interactivity in learning can be interpreted as the capacity to interact and learn through conversation, dialog, or action. (Abykanova *et al.*, 2016). A teacher must create interactive learning and fun atmosphere. Fun learning is an exciting and fun way of learning centered on students and an atmospheric environment in the process of teaching and learning. Fun learning activities will have an impact on improving students' English abilities naturally (An-nisa & Suwartono, 2020).

To realize interactive and fun learning, a teacher must have a repertoire of various learning methods. Some learning methods that can be offered in teaching reading include SQ3R (Survey, Question, Read, Reflect, Recite, and Review), PQ4R (Preview, Question, Read, Reflect, Recite, and Review), Genre Based Learning, and CIRC (Cooperative Integrated

Reading and Composition). The four methods have differences that a teacher needs to know.

SQ3R method consists of five steps, Survey, Question, Read, Recite, and Review (Baier, 2011). Survey (S) is a first step which a reader examines, scrutinizes, or identifies the entire text. This activity is carried out by the reader by looking at the title, headline, or image of the text to be read (Adila & Weganofa, 2019). Questions (Q) is the activity which done by the reader in compiling a list of questions that are relevant to the text. This activity is done to generate reading comprehension questions (Asiri & Momani, 2017). Reading (R-1) is actively reading the text to find answers to the questions that have been compiled. It is the process of finding meaning from text (Woolley, 2008). Reciting (R-2) is memorizing each answer that has been found. This activity is done by the reader looking at and trying to reread or recall the answer to the question using their own words without text (Robinson, 1946). Review (R-3) is the activity which the reader reviewing all the answers to the questions compiled in the second and third steps. A reader reviewing what has been read (Asiri & Momani, 2017).

PQ4R method consists of six steps. Preview (P) is carried out by the reader glancing at the reading. In this activity, the reader will do quick reading at a glance (Fitriani & Suhardi, 2019). Question (Q) is carried out by means of learners asking questions about the text before reading. In this activity, the reader will ask questions about the passage (Fitriani & Suhardi,

2019). Read (R1) is carried out by the reader reading the entire text. In this activity, the reader will focus on reading the paragraphs that are thought to be relevant to the questions that have been formulated in step two (Yulianti *et al.*, 2013). Reflect (R2) is carried out by the reader reflecting on what has been read. In this activity, the reader tries to understand what that he reads (Ekky *et al.*, 2017). Recite (R3) is carried out by the reader expressing what has been read. In this activity, a reader reflects back on the information learned (Tri *et al.*, 2007). Review (R4) carried out by reader reviewing what has been read. This is the final activity where the reader summarizes (Linayaningsih, 2011).

The genre-based learning method is based on an approach to language teaching that involves explicitly teaching about the structure and grammatical features of spoken and written texts (Feez & Joyce, 1998). The stages for the process genre approach is divided into the following fourth steps. Firstly, Building Knowledge of the Field (BKOF) is to ensure that the students have enough background on the topic area to be able to write about it. At this stage, a teacher gives an example text (Zebua & Rozimela, 2020). Secondly, Modeling of the Text (MOT) is for learners to become familiar with the purpose or social function, general structure, and lexicogrammatically features of the type of text they will be writing. In this activity, a teacher asks students to cooperate with their friends (Sunarti *et al.*, 2019). Thirdly, Join Construction of the Text (JCOT) is that the teacher works with students to create a similar text so that students can see how the

text is written. This activity is carried out by means of guidance by experts or a teacher to create a text (Dreyfus *et al.*, 2011). Lastly, Independent of Construction of the Text (ICOT) is the student's dominance and ability of the target skills (competency objectives) that are assessed and evaluated. This activity is carried out so that students can develop the use of language and the accuracy of language use to increase their confidence when writing or presenting their work individually and independently present their work individually and independently (Lail, 2022). The use of this method can provide learners with sufficient opportunities to become aware of the different purposes of written text and different ways information is organized in written texts.

The CIRC (Cooperative Integrated Reading and Composition) method is carried out by make small group because it is a cooperative learning. It focuses on the use of small groups students to maximize the learning environment to achieve learning objectives (Sugiyanto, 2010). After group formation, the teacher will distribute reading texts to the students. Then, students will discuss the content of the text together. After that, the results of the discussion will be presented. If there are problems or difficulties, the teacher and students will solve the problems together. Students are divided into groups by the teacher, then read the passage together (Anwar *et al.*, 2020).

Each method has its own disadvantages. The disadvantages of PQ4R and SQ4R methods are not effective if they are used in a class with a large

number of students. This is due to the teacher's lack of ability to formulate different questions from students. Those methods are not effective in classes with too many students because the teacher's guidance is not optimal, especially in formulating questions (Ratnawuri *et al.*, 2018). Meanwhile, the genre-based leaning method is a strategic approach to learning writing that combines product and process approaches. Therefore, the method is not suitable for learning reading.

Therefore, the CIRC method can overcome these weaknesses. It is a simple learning method. It can learn reading without relying on a particular text. It includes being able to better understand reading/discourse/clippings and not relying on specific texts (Wibowo, 2016). In this CIRC method, students can solve problems that have been given by the teacher with a group of friends, so this method is very suitable for a class that has students with different abilities. Based on the explanation above, the Researcher wants to conduct a study entitled “The Implementation of Cooperative Intergrated Reading and Composition (CIRC) Learning Model on Teaching and Learning Reading for Tenth Grade Students of SMK N 4 Klaten in the Academic Year of 2022/2023.”

B. The Reason for Choosing the Topic

The researcher would like to present the reason for choosing the topic. They can be formulated as follows.

1. Mastery of reading skills can help students find information, analyze and also find messages from writers for readers in reading.
2. Cooperative Integrated Reading and Composition (CIRC) method is provable to help students learn reading comprehension skills that can be applied broadly.

C. The Limitation of the Study

The researcher would like to present the limitation of the study. They can be formulated as follows.

1. The implementation of Cooperative Integrated Reading and Composition (CIRC) learning method on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten.
2. The achievement of reading of the students taught by using Cooperative Integrated Reading and Composition (CIRC) learning method for the tenth-grade students of SMK N 4 Klaten.
3. The obstacles found by the teacher on teaching reading by using Cooperative Integrated Reading and Composition (CIRC) learning method on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten.
4. The teacher's solution of the obstacles by using Cooperative Integrated Reading and Composition (CIRC) learning method on teaching reading for the tenth-grade students of SMK N 4 Klaten.

D. The Statement of the Problem

The researcher would like to present the problems of the statement.

They can be formulated as follows.

1. How is the implementation of Cooperative Integrated Reading and Composition (CIRC) learning method on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten?
2. How is the achievement of reading of the students taught by using Cooperative Integrated Reading and Composition (CIRC) learning method for the tenth-grade students of SMK N 4 Klaten?
3. What are the obstacles found by the teacher on teaching reading by using Cooperative Integrated Reading and Composition (CIRC) learning method on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten?
4. What is the teacher's solution of the obstacles by using Cooperative Integrated Reading and Composition (CIRC) learning method on teaching reading for the tenth-grade students of SMK N 4 Klaten?

E. The Aim of the Study

The researcher would like to present the aims of the study. They can be formulated as follows.

1. To describe the implementation of Cooperative Integrated Reading and Composition (CIRC) learning method on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten.
2. To describe the achievement of reading of the students taught by using Cooperative Integrated Reading and Composition (CIRC) learning method for the tenth-grade students of SMK N 4 Klaten.
3. To describe the obstacles found by the teacher on teaching reading by using Cooperative Integrated Reading and Composition (CIRC) learning method on teaching and learning reading for the tenth-grade students of SMK N 4 Klaten.
4. To describe the teacher's solution of the obstacles by using Cooperative Integrated Reading and Composition (CIRC) learning method on teaching reading for the tenth-grade students of SMK N 4 Klaten.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows.

1. The Theoretical Use

This study can be used to enrich the repertoire of teaching and learning reading theory.

2. The Practical Use

- a. For English Teacher

- 1) This study provides experience on a more innovative method of teaching and learning reading, especially for tenth grade students in SMK N 4 Klaten.
 - 2) This study provides material for consideration in determining learning methods that are suitable for student characteristics and following development in government policies in terms of learning innovation.
 - 3) This study can increase knowledge and inspiration about the use of CIRC learning method.
- b. For Students
- 1) This study provides motivation to students to be more active in the learning process.
 - 2) This study adds learning experiences by using various learning methods that provide learning motivation.
- c. For School
- 1) This study improves the quality of reading skills by utilizing innovative learning methods.
 - 2) This study makes a positive contribution to the progress and reputation of the school.

G. The Clarification of Key Terms

To clarify the meaning of the title, the researcher would like to describe the key terms as follows.

1. Implementation

Implementation research as systematic inquiry regarding innovations enacted in controlled settings or in ordinary practice, the factors that influence innovation enactment, and the relationships between innovations, influential factors, and outcomes (Century & Cassata, 2016). In this study, implementation means the way to increase the quality of the process teaching and learning reading skill by applying CIRC method to the tenth-grade students of SMK N 4 Klaten.

2. Reading

Reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals (Grabe, 2009). In this study, reading means process of receiving information from the text by applying the method of CIRC to the tenth-grade students of SMK N 4 Klaten.

3. Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing technique that includes story-related activities, direct instruction in reading comprehension and integrated reading and language arts activities. In this study, CIRC is a technique used to improve students' ability in reading skill. It is a technique that

can help to develop students' ability in reading skill. Students divided in some groups. In the group, students read and understand a text was provided.

After that, the students take the summarize of the text then write in explanation text. After all students finished writing their task, they do presentation. The last is the conclusion from the teacher.

H. The Organization of the Study

In order to facilitate the thesis arrangement, the researcher organizes the thesis into five chapters as follows.

Chapter I is Introduction. It consists of the background of the study, the reason for choosing topic, the limitation of the study, the statement of the problem, the aim of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous studies, theory of reading, Cooperative Integrated Reading and Component (CIRC) method, and theoretical framework.

Chapter III is the Method of Study. It deals with the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, and the data analysis technique.

Chapter IV is the result of the study. It consists of the finding and the discussion of the finding.

Chapter V is Conclusion and Suggestion. Conclusion is the summary of the study. Suggestion is addressed to English teacher and other researchers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion of the finding, the researcher draws four conclusions that are in accordance with the results of the study as follows.

1. The Process of Implementing the CIRC Method

After conducting the study, it is concluded that the use of the CIRC method was successful. What is meant by successful is that students can follow the learning well. They can be more active and enjoy when the teaching and learning implements the CIRC method.

2. The Student's Achievement

After obtaining students' score in teaching and learning reading by using the CIRC method, it is concluded that the CIRC method could be used. Before using the CIRC method, the average student score was 80.15 and after using the CIRC method was 87.40. It can be seen that the CIRC method can improve students score.

3. The Obstacles Found by the Teacher

There are two obstacles found during the implementation CIRC method, such as taking a long time and effectiveness when students make presentations. They were not conducive when their friends were

presenting. They were busy with their friends and did not pay attention to their friends who were presenting. This makes the classroom atmosphere not conducive and also takes longer time.

4. The Teacher's Solution of the Obstacles

After understanding the obstacles experienced by the teacher, the researcher and teacher found a suitable solution. Based on those obstacles, the first solution is for the teacher to make groups before learning begins. The second solution is when the students are presenting, other classmates are given task by teacher to take notes on what has been delivered by their friends that presented their work.

B. Suggestion

Based on the conclusion above, some suggestions will be addressed to English teacher and other researchers.

1. For English Teacher

English teacher can apply cooperative learning, especially CIRC method because it can increase students' activeness in participating in the teaching and learning reading. In addition, teacher also need to create small groups for students and conduct discussions to make students interested in the reading learning process. Teacher also need to give more attention to the students so that they feel happy and comfortable during the teaching and learning reading.

2. For other researchers

For other researchers who will conduct similar study, they should have better preparation before conducting study. Their studies should also have the novelty. In addition, they should have a lot of knowledge about their research study.

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